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1. To engage directly or indirectly in any of the building or decorative trades.

2. To guarantee an estimate or contract by bond or otherwise.

3. To accept any commission or substantial service from a contractor or from any interested party other than the owner.

4. To take part in any competition which has not received the approval of the Institute or to continue to act as professional adviser after it has been determined that the program cannot be so drawn as to receive such approval.

5. To attempt in any way, except as a duly authorized competitor, to secure work for which a competition is in progress.

6. To attempt to influence, either directly or indirectly, the award of a competition in which he is a competitor.

7. To accept the commission to do the work for which a competition has been instituted if he has acted in an advisory capacity, either in drawing

the program or in making the award.

8. To injure falsely or maliciously, directly or indirectly, the professional reputation, prospects or business of a fellow architect.

9. To undertake a commission while the claim for compensation, or damages, or both, of an architect previously employed and whose employment has been terminated remains unsatisfied, until such claim has been referred to arbitration or issue has been joined at law, or unless the architect previously employed neglects to press his claim.

10. To attempt to supplant a fellow architect after definite steps have been taken toward his employment, *e. g.*, by submitting sketches for a project for which another architect has been authorized to submit sketches.

11. To compete knowingly with a fellow architect for employment on the basis of professional charges.

## A Code of Ethics for the Teaching Profession

Adopted by the Pennsylvania State Education Association, December 1920

THIS code is an application of the general principles of ethics to the special obligations, rights, and privileges of the teaching profession.

### I. PROFESSIONAL ATTITUDE

The highest obligation of every member of the teaching profession is due to those who are under his professional care.

### II. COMPENSATION

The teaching profession should demand, for each of its members, that compensation which will enable him to render the most efficient service. To attain maximum efficiency the compensation must be sufficient to enable him to live upon a scale befitting his place in society, to permit the necessary expenditures for professional improvement, and to make proper provision for those dependent upon him, and for himself in his old age.

### III. OPEN-MINDED STUDY OF EDUCATION

Every member of the profession should be a progressive student of education. To this end he should be a thoughtful reader of educational literature, should attend and participate in educational meetings, should engage in such experimentation and collection of data as will test the value of educational theories and aid in the establishment of a scientific basis for educational practice, and should be willing to give to his fellow members the benefits of his professional knowledge and experience.

### IV. CRITICISMS OF ASSOCIATES

(a) The motives for all criticisms should be helpfulness and improvement. Adverse criticisms, known or heard, should not be made or repeated except to the one criticized, or to his superior with the full

expectation that opportunity for explanation will be afforded. On the other hand, when corrupt and dishonorable practices are known to exist they should be fearlessly reported to the proper authorities.

(b) Adverse comments and insinuations in regard to the work of a predecessor or of the teacher of a previous grade are to be condemned.

#### V. APPOINTMENTS AND PROMOTIONS

(a) All appointments, promotions or advancements in salary should be obtained exclusively on merit. To this end, it is proper for the candidate to make his qualifications known to the proper school authorities, either directly or through a teachers' agency.

(b) A teacher should take no steps towards obtaining a specific position until he knows the position is vacant or about to become vacant.

(c) No teacher should secure an offer elsewhere for the sole purpose of using it as a means to obtain an increase of salary on his present position.

(d) Upon accepting appointment in a given district a teacher should notify all other districts to which letters of application have been sent.

(e) Whenever a superintendent is seeking a teacher in another district he should inform the superintendent or the proper officials of the district, but a superintendent's reluctance to part with a teacher should not deprive the teacher of an opportunity for deserved advancement.

#### VI. CONTRACT OBLIGATIONS

A teacher should never violate a contract. Unless the consent of the employing body is obtained releasing the obligation, the contract should be fulfilled. On the other hand, when a teacher is offered a better position elsewhere it is against the best interests of the schools to stand in the way of the teacher's advancement by arbitrary insistence upon the terms of a needlessly rigid contract, when the place can be satisfactorily filled.

#### VII. DEMOCRACY IN THE DEVELOPMENT OF SCHOOL PLANS

The superintendent should be recognized as the professional leader of the

school system. Each member of the system should be given opportunity to collaborate in the solution of professional problems; but when a policy is finally determined, it should be loyally supported by all.

#### VIII. RELATIONS BETWEEN SUPERVISORY OFFICERS AND TEACHERS

(a) Coöperation, loyalty, and sincerity should characterize all relations between supervisory officers and teachers.

(b) Each teacher is entitled from time to time to statements of his professional record, whether favorable or unfavorable, and may properly make requests for such statements. Moreover, every teacher whose reëmployment is not intended should be given timely notice.

(c) A supervisor of class room work should observe the following ethical principles in relation to the teachers whose work he observes professionally.

1. He should express an opinion upon the work observed following each professional visit.

2. He should recommend ways to remove every fault pointed out, and allow reasonable opportunity for improvement.

3. He should not criticize a teacher before other teachers or before pupils.

4. He should just as certainly and just as unfailingly point out the excellences as the faults of the work observed.

5. He should give ample opportunity for conference previous to observation of the teacher's work.

(d) A superintendent or other supervisory officer should be ready and willing at any time to answer official inquiries from prospective employers concerning the qualifications of any teacher under him, and should be willing to write to any interested party, at the request of a teacher, giving a statement of the teacher's professional record under him; but evasive or equivocal letters of recommendation should not be given.

#### IX. RELATIONS TO PARENTS

(a) Teachers should maintain coöperative relations with parents, and should meet criticism with open mindedness and courtesy.

(b) Teachers should not discuss the

physical, mental, moral or financial limitations of their pupils in such a way as to embarrass the pupils or parents unnecessarily. Nevertheless they should exercise the utmost candor, as well as tact, in their communications with parents on matters of real importance. Information concerning the home conditions of the pupils should be held in confidence by the teachers.

#### X. RELATIONS TO PUBLISHERS AND SUPPLY HOUSES

No member of the profession should act as an agent, or receive a commission, or royalty, or anything else of value, for any books or supplies in the selection of which he exercises official decision.

#### XI. TEACHERS' AGENCIES

The profession should unhesitatingly condemn teachers' agencies that encourage teachers to break their contracts, that work for the appointment or promotion of unqualified teachers, or that make recommendations for positions not known positively to be vacant. Any member of the profession who has knowledge of such action, should report it to the Commission on Professional Ethics.

#### XII. LOYALTY TO SCHOOL BOARDS

(a) It is the duty of every member of the profession in a school system to recognize the legal authority of the board of directors, and to be loyal to its policies established in accordance therewith.

(b) If, however, the attitude of a school board should clearly and persistently be such as to prevent the members of the profession employed by it from serving the best interests of the pupils, and if repeated efforts to remedy the situation have been

without avail, then an appeal should be made to the Commission on Professional Ethics.

#### XIII. COMMISSION ON PROFESSIONAL ETHICS

(a) There should be a Commission on Professional Ethics operating under the Pennsylvania State Educational Association. This Commission shall consist of the President of the Association, *ex officio*, and four members of the profession, appointed by the President, with terms of four years each, one term expiring on July first each year.

(b) It shall be the duty of this Commission to study the various problems of professional ethics arising from time to time, to give the inquiring members of the profession its interpretation of the meaning of various principles in this code, to arrange for investigations rendered advisable in connection with this code, to take such action in regard to their findings as may be deemed wise, to make recommendations to the State Association as to amendments or additions to the code, and in general to have oversight of all questions arising in connection with the ethics of the teaching profession within the state.

The Personnel of the Commission for the year ending July 1, 1922:

George Gailey Chambers, *Chairman*, University of Pennsylvania, Phila., Pa.

Charles A. Wagner, *City Superintendent*, Chester, Pa.

Eli M. Rapp, *Superintendent*, Berks County, Reading, Pa.

George Wheeler, *Associate Superintendent*, Philadelphia, Pa.

H. W. Dodd, *ex-officio*, President of the Penna. State Educational Association, Allentown, Pa.

## The Oregon Code of Ethics for Journalism

Adopted at the Oregon Newspaper Conference, 1922

*"Not only all arts and sciences but all actions directed by choice aim at some good."*

*Aristotle, Nicomachean Ethics, I. 1.*

#### PREAMBLE

WE believe in the teaching of the great ethicists that a general state of happiness and well-being is attainable

throughout the world; and that this state is the chief end-in-view of society.

We recognize an instinct in every good man that his utterances and his deeds